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ABSTRACT

This document provides guidelines for designing, implementing, and evaluating the effectiveness of a district-specific career education program for special education students. Part I lists 10 activities to design, implement, and evaluate a cost-effective career education program. Examples are included of the outcome of each activity. Activities are as follows: establish a career education committee, develop district career education goals, describe the current special education and vocational education programs, conduct an assessment of community and educational resources, develop a career education program, develop career education curriculum topics, receive staff input regarding the program, conduct a workshop to initiate the program, evaluate program effectiveness, and revise the program. Part II contains an example of a district's career education goals, data collection instruments (current special education and vocational education programs; special education's vocational education program and services; vocational services to special education students in vocational education personnel; parent, student, and graduate attitudes about special education program; employing special education students in community businesses; services to special education students by community agencies; program effectiveness feedback form), and examples of a career education program and career education curriculum topics. Appendixes include an architectural checklist, a glossary, and a 20-page bibliography. (YLB)

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CAREER EDUCATION PROGRAM FOR EXCEPTIONAL STUDENTS: AN IMPLEMENTATION GUIDE

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INTRODUCTION

The American society places a great deal of emphasis on the work ethic and looks upon employment as the first step toward being considered a productive and independent member of society. Employment is a critical aspect of the lives of most adults in our society. Paid employment offers opportunities to expand social contacts, contribute to society, demonstrate creativity, and establish an adult identity. The income generated by work creates purchasing power in the community, makes community integration easier, expands the range of available choices, enhances independence, and creates personal status.

Society relies upon the school system to teach the student the skills that are needed to be successful in the world of work. But many exceptional students leave school lacking these skills. This lack of training and resulting employment problems encountered by exceptional individuals are reflected in the following facts:

a. approximately 625,000 handicapped students graduate or terminate eligibility in our nation's schools each year;
b. predictions have been made about handicapped persons leaving our nation's schools:

* 21 percent will become fully employed or enrolled in college,
* 40 percent will be under employed and at the poverty level,
* 26 percent will be unemployed and on welfare,
* 8 percent will be idle in their homes or communities, and
* 3 percent will be totally dependent on others and on welfare;

c. 2.5 percent of all vocational education students are disabled; and

d. the drop-out rate of disabled students is approximately five to six times higher than that of their nondisabled counterparts.

Not having a systematic career education program which prepares students for transition into adult life probably accounts for the continued high unemployment rate of handicapped individuals (50 to 75 percent of all disabled people are unemployed). What is needed is a career education program. Career education consists of all those activities and experiences through which one learns about work. A major goal is to increase individual career options, and to make work possible, meaningful and satisfying for everyone. Because attitudes are formed early in life, career education should begin with the first

year of school, and because the nature of work changes, career education must continue throughout life. The program must involve the entire community and all parts of the school program.

Preparing exceptional students to possess the skills and knowledge necessary for them to make appropriate career choices, be employable in the workplace, and be independent in their living, must be recognized a primary responsibility of the public school system. A kindergarten through 12th grade emphasis upon career education is a viable means of providing individual students with the opportunity to examine their career aptitudes, skills, interests and possible career choices open to them. Career education should not be thought of as a course but rather the process of integrating career concepts, attitudes, and experiences into all curriculum areas. To make career education successful there must be a realistic connection between academic content learned in school and its use in the world of work. Therefore, education must respond to the changing needs of business and industry. In addition, training activities must be designed to prepare persons for career opportunities that are availale in their community.

The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and the

ability to secure needed services in adult situations. The challenge is to develop cost-effective services that meet all the unique needs of each exceptional student. Therefore, districts must have a structured program to guide the delivery of services and enable students to obtain the necessary skills and attitudes for gaining and maintaining employment and living independently after graduation. As a means of facilitating the student's transition from school to work, a cooperative relationship between the school district, the parents, the student, rehabilitative services and community employers needs to be established.

The state of New Mexico requires each school district to provide special education sufficient to meet the needs of all exceptional children. In providing educational experiences for all children who reside in the school district, it should be the policy of the Board of Education that special education programs be an integral part of the educational programs of the district. Programs for exceptional students shall be provided in the least restrictive educational setting and shall ensure that exceptional students have access to a comparable range and quality of curricular offerings and non-curricular services as are available to students in the regular education program. Meeting the individual needs of each exceptional student will require that all resources and personnel of

the district be made available in delivering an appropriate educational program.

The purpose of this document is to provide guidelines for designing a district specific career education program, implementing the program, and evaluating the effectiveness of the program. Along with the guidelines, this document includes examples of the outcome of each activity or examples of instruments used to perform each activity. By utilizing the examples included in this document, the district will have a starting point from which to work.

PART I

GUIDELINES FOR IMPLEMENTING A CAREER EDUCATION PROGRAM

Guidelines for Implementing a Career Education Program

In order to successfully design, implement, and evaluate a cost-effective Career Education Program for special education students in a school district, the following activities should be performed. The activities are listed in the sequence that they should be performed. Since the activities are sequential, the next activity should not be started until the last activity has been completed and evaluated.

ACTIVITIES

1. ESTABLISHMENT OF A CAREER EDUCATION COMMITTEE.

The Director of Special Education should appoint a Career Education Committee which has a wide representation. Appointment to the committee should be for two years in order to maintain continuity in the development, implementation, monitoring, and revision of the program. The following is an example of possible committee participants and recommended number for each group.

1 - Director of Special Education or designee.

4 - Special education teachers (High School, Jr. High, Elementary & OT/PT).

2 - Vocational education teachers.

3 - Parents (High School, Jr. High & Elementary).

2 - Community agencies (DVR, Employment Security).

3 - Employers (representing a variety of jobs available in the community).

2. DEVELOP THE DISTRICT'S CAREER EDUCATION GOALS.

The first responsibility of the Career Education Committee is to develop the district's career education goals regarding special education students. See page 14 for an example of a district's career education goals regarding special education students. After the draft career education goals have been developed, input should be obtained from the entire special education and vocational education staff of the district and by central administration. From the review data, the final draft of the career education goals should be developed and presented for adoption.

3. DESCRIBE THE CURRENT SPECICAL EDUCATION AND VOCATIONAL EDUCATION PROGRAMS OF THE DISTRICT

As a base of reference, information on the current special education and vocational education programs in the district should be gathered. Also the appropriate district administrator needs to be interviewed regarding any future plans for special education and/or vocational education in the district. See page 16 for an example an instrument

that could be sent to all Jr. High and High School special education and vocational education personnel in order to collect data on current programs and skills being taught in the district. The Career Education Committee should review the sample instruments to make sure the the instruments will obtain the data wanted and to make any necessary changes. These instruments should be sent to all special education and vocatonal education personnel in the district.

From the data collected, the Career Education Committee can write a report which outlines the current special education and vocational education programs in the district.

4. CONDUCT AN ASSESSMENT OF COMMUNITY AND EDUCATIONAL RESOURCES.

In order to keep the program current and teach appropriate skills that will enable special education students to make the transition from school to work and independent living, data need to be gathered from available community and educational resources. The comprehensive data gathered will be used to revise the special education program especially the emphasis on career education for special education students. The following groups should be surveyed.

* Special education teachers

* Vocational education teachers
* Parents who have students in special education
* Current special education students
* Special education graduates (last five years)
* Employers
* Community agencies which serve exceptional individuals

Examples of surveys can be found on pages 17 through 28. Before the surveys are sent, they should be reviewed to make sure that the instruments will obtain the data wanted and to make any necessary changes. After the information has been collected, it needs to be tabulated, analyzed, and a report written regarding the findings.

5. DEVELOP A "CAREER EDUCATION PROGRAM" FOR THE DISTRICT.

The Career Education Committee should review the model Career Education Program found on pages 30 through 62. Also review the information collected during steps three and four. Using the available information, design a Career Education Program that will meet the needs of the district's special education students.

6. DEVELOP "CAREER EDUCATION CURRICULUM TOPICS" FOR THE DISTRICT.

The Director of Special Education should appoint a Career Education Curriculum Writing Committee made up of representatives from special education and vocational education. The committee should review the career education curriculum topics, found on pages 63 through 76 . Using those topics as a model, add, delete or change the content in order to make the curriculum topics specific to the district.

7. STAFF INPUT REGARDING THE CAREER EDUCATION PROGRAM.

The Director of Special Education should conduct meetings to explain the Career Education Program and Career Education Curriculum Topics to the appropriate staff of the district. At this time, district staff should be given the opportunity to provide feedback on the Career Education Program and the Career Education Curriculum Topics. From the feedback data, the working draft of the district's Career Education Program and Career Education Curriculum Topics will be developed and then presented for adoption by the school district.

8. CONDUCT A WORKSHOP TO INITIATE THE PROGRAM.

Implementation of the program will depend on how well the staff understands the program and how committed to the

program they are. The Director of Special Education should hold a meeting to inform participating staff about the following topics:

* Needs of the target population;
* Goals of the district's Career Education Program;
* Goals of the district's Career Education Curriculum Topics;
* Implementation strategies and timelines;
* Roles of different personnel in carrying out the program; and
* Procedures for evaluating program effectiveness

9. EVALUATE PROGRAM EFFECTIVENESS.

Participating staff will be required to fill out weekly feedback forms which will be used to determine what revisions need to be made in the program. See page for an example of the feedback form.

10. REVISE THE PROGRAM.

After tabulating and analyzing the feedback data, for the first year of the program, the Career Education Committee should make recommendations to the Director of Special Education regarding possible revisions in the district's Career Education Program for special education students.

PART II

EXAMPLES OF ACTIVITY OUTCOMES AND DATA COLLECTION INSTRUMENTS

AN EXAMPLE OF A DISTRICT'S CAREER EDUCATION GOALS

Through a comprehensive educational program students will be provided with training to assist in the development of positive work attitudes and career skills which will prepare them to be productive and contributing members of society. The program will incorporate classroom learning with community work-related experiences to develop the students skills and knowledge which will enable him/her to obtain the goals of the program.

The goal of the program is to provide education/training experiences that will respond to the present and projected employment needs of the community. Students of the district will have an opportunity to:

1. better understand themselves and the actions of others.
2. acquire the basic skills and attitudes requisite for success in appropriate career choices.
3. explore through simulated and actual experiences a sampling of career possibilities.
4. make an accurate assessment of themselves so they can make an appropriate career choice.
5. have extended experiences with their tentative career choice.

6. increase skills needed in their tentative career choice.

7. have trained assistance in evaluating their interest, abilities, and skill development and/or tentative career choice and guidance as to how to correct and discovered deficiencies.

8. acquire the basic skills requisite for living independently after graduation.

DATA COLLECTION INSTRUMENT - CURRENT SPECIAL EDUCATION AND VOCATIONAL EDUCATION PROGRAMS

TO: Jr. High & High School Special Education
Vocational Education Personnel

FROM:

SUBJECT: Current Special Education and Vocational Education Programs

School:

Teaching Assignment:

Subject Taught	Competencies Taught

DATA COLLECTION INSTRUMENT - SPECIAL EDUCATION'S VOCATIONAL EDUCATION PROGRAM AND SERVICES

TO: SPECIAL EDUCATION PERSONNEL

FROM:

SUBJECT: SPECIAL EDUCATION QUESTIONNAIRE

The rapidly changing employment needs in this country and the anticipated future growth of secondary special education programs are having a direct effect on public school vocational programs for special education students. In order to prepare for the future, there is a need to develop a program designed to prepare special education students to achieve useful and rewarding employment in the competitive work force. It is anticipated that this vocational program will involve special education, vocational education, and administration in order to deliver appropriate, cost-effective vocational services to secondary special education students.

The purpose of this questionnaire is to obtain information about the special education program and the delivery of services to special education students. Since you are an important part in delivering vocational services to special education students, your input is very necessary to the success of this program.

PLEASE COMPLETE THE ATTACHED QUESTIONNAIRE AND RETURN IT IN THE ENCLOSED ENVELOPE BY_____.

Your cooperation and input will be greatly appreciated.

SPECIAL EDUCATION TEACHERS

Present teaching assignment _____

School _____

NOTE: IF WHEN ANSWERING THE FOLLOWING QUESTIONS YOU NEED ADDITIONAL SPACE, PLEASE ATTACH A SEPARATE PAGE.

1. What skills/knowledge should students have when they leave from your program? (When responding, please describe the skills/knowledge in detail)

2. What changes, improvements or assistance would you like to see regarding the vocational aspect of your program?

3. What problems have you had putting special education students into regular vocational education classes?

_____Level B - Question not appropriate

_____Have not tried to put special education students into regular classes.

_____None

Problems (Please describe in detail)

4. What are some problems you see special education students having in regular vocational education classes?

5. Do you see any student's needs that are not being met? If so, please elaborate.

6. Would you like parents to become more involved with your program?

_____YES _____NO _____DON'T KNOW

If yes, please indicate how.

DATA COLLECTION INSTRUMENT - VOCATIONAL SERVICES TO SPECIAL EDUCATION STUDENTS BY VOCATIONAL EDUCATION PERSONNEL

TO: VOCATIONAL EDUCATION PERSONNEL

FROM:

SUBJECT: SPECIAL EDUCATION QUESTIONNAIRE

The rapidly changing employment needs in this country and the anticipated future growth of secondary special education programs are having a direct effect on public school vocational programs for special education students. In order to prepare for the future, there is a need to develop a program designed to prepare special education students to achieve useful and rewarding employment in the competitive work force. It is anticipated that this vocational program will involve special education, vocational education, and administration in order to deliver appropriate, cost-effective vocational services to secondary special education students.

The purpose of this questionnaire is to obtain information about the delivery of vocational education services to special education students. Since you are an important part in delivering vocational services to speial education students, your input is very necessary to the success of this program.

PLEASE COMPLETE THE ATTACHED QUESTIONNAIRE AND RETURN IT IN THE ENCLOSED ENVELOPE BY_____.

Your cooperation and input will be greatly appreciated.

VOCATIONAL EDUCATION TEACHERS

Present teaching assignment_____

School_____

1. Have you ever had special education students in your class?

YES_____ NO_____ DON'T KNOW_____

If Yes to Question 1, how many of the following types of students have you had in your class?

		84-85 School Year	83-84 School Year
A.	Behaviorally Disordered	_____	_____
B.	Communication Disordered	_____	_____
C.	Gifted	_____	_____
D.	Hearing Impaired	_____	_____
E.	Learning Disabled	_____	_____
F.	Mentally Handicapped	_____	_____
G.	Multiply Impaired	_____	_____
H.	Physically Impaired	_____	_____
I.	Visually Impaired	_____	_____

NOTE: If when answering the following questions, you need additional space, please use the back or attach a separate page.

2. What problems have you had with Special Education students in your class?

_____ Have not had Special Education students in class.

_____ None

Problems (Please describe in detail)

3. What changes, improvements, or assistance would you like to see regarding Special Education students in your class?

4. What skills/behaviors would you like entering Special Education students to have?

5. List those areas regarding special education students you would like addressed at an inservice. (Please be specific)

DATA COLLECTION INSTRUMENT - PARENTAL ATTITUDES ABOUT THE SPECIAL EDUCATION PROGRAM

TO: PARENTS WITH SPECIAL EDUCATION STUDENTS

FROM: THE STAFF OF THE NMSU/LCPS SPECIAL EDUCATION-VOCATIONAL EDUCATION PROJECT

SUBJECT: SPECIAL EDUCATION QUESTIONNAIRE

The rapidly changing employment needs in this country and the anticipated future growth of secondary special education programs are having a direct effect on public school vocational programs for special education students. In order to prepare for the future, a program must be designed which will prepare special education students to achieve useful and rewarding employment in the competitive work force.

The purpose of this questionnaire is to obtain informaion about the current special education high school program and the delivery of services to special education students. Since you play an important part in the development of your child's program, your input will help plan the program of the future for special education students.

PLEASE COMPLETE THE ATTACHED QUESTIONNAIRE AND RETURN IT IN THE STAMPED, SELF-ADDRESSED ENVELOPED BY_____.

If you have any questions or need any assistance, please call:

Your cooperation and input will be greatly appreciated.

PARENTS

Child's School: _____

Program Level: _____

In order for your child to make the transition from school to work and independent living, we would like the following information.

1. What skills/knowledge would you like your child to have when they graduate from high school?

2. Would you say your child's high school program is: (Mark only one)

   _____Very Good

   _____Good

   _____Fair

   _____Poor

   _____Very Poor

3. What are three good things about your child's high school program.

4. What are three changes or improvements would you like to see in your child's high school program?

5. Would you be willing to become more involved in your child's high school program.

   YES_____ NO_____

DATA COLLECTION INSTRUMENT - STUDENT ATTITUDES ABOUT THEIR SPECIAL EDUCATION PROGRAM

NAME: SCHOOL:

PROGRAM LEVEL:

1. Do you like going to school?

   Yes _____ No _____ It's OK _____

2. What are some of the things that you like about school?

3. What are some of the things that you don't like about school?

4. What are some things that the teachers should be teaching you?

DATA COLLECTION INSTRUMENT - ATTITUDES OF GRADUATES ABOUT THE SPECIAL EDUCATION PROGRAM

NAME: HIGH SCHOOL:

PROGRAM LEVEL: GRADUATION DATE:

ADDRESS: PHONE:

MARRIED/SINGLE:

Do you own your home/rent/live with parents?

HIGH SCHOOL PROGRAM

1. Did you like going to High School?

_____YES _____NO _____IT WAS OK

2. What were some of the most useful things that you were taught in High School?

3. What were some of the most useless things that you were taught in High School?

4. What could the teachers have taught you that would have helped you after graduation?

5. Have you taken any courses since you graduated High School?

YES_____ NO_____

What courses did you take?

EMPLOYMENT

1. Are you working now? _____NO _____ YES

2. Are you working fulltime _____ or part time _____

3. Where do you work?_____

4. What kind of job do you have?_____

5. About how much money do you make?_____

6. How long have you had this job?_____

7. How did you get this job?_____

8. What jobs have you had since graduation?
   a.
   b.
   c.
   d.
   e.

9. If you had more than one job, why did you leave them?

10. What are some of the problems you have with your current job?

11. If you are not working, what have you done to look for a job?

12. Are you receiving any money from Social Security or welfare?

    S.S. Yes ____ No _____

    Welfare Yes ____ No _____

13. Have you gone to DVR to ask for help in finding a job or receiving training?

    Yes _____ No _____

14. If no, did you know that you could go to DVR for assistance?

    Yes _____ No _____

DATA COLLECTION INSTRUMENT - EMPLOYING SPECIAL EDUCATION STUDENTS BY COMMUNITY BUSINESSES

TO: Community Employer

FROM:

SUBJECT: Employing Special Education Students

Employment is looked upon as the first step toward being considered a productive member of society. With such a great emphasis on the work ethic, making the right occupational selection is a problem facing all students as they near the completion of high school. Therefore, the public school system is taking the responsibility to design a program which will enable special education students to achieve employment after they graduate.

If there has not been some coordination between school personnel and employers as to types and number of jobs available in the community, preparing an individual (handicapped or not) for a job that does not exist in the community may be inappropriate. The special education student's school curriculum must prepare the individual for jobs that are available in the community.

Therefore, the (Put name of district here) is conducting a survey to gather information regarding the availability of, or potential for, employment of special education students in the community.

I would like to take a half-hour of your time to sit down with you and ask you some questions pertaining to your business. Please call me at _____ to arrange a meeting time.

Sincerely,

Title

INTERVIEW GUIDE FOR EMPLOYERS

DATE: _____

NAME OF FIRM:

CONTACT PERSON:

ADDRESS:

TELEPHONE:

1. What are the various positions (jobs) available in your business?

2. How many employees do you have per position?

3. What is the turnover rate per position?

4. When a person applies for a position, what screening procedures do you use in hiring new employees?

5. What entry-level skills are necessary for each position?

6. Would any position in your business preclude your hiring a handicapped individual?

7. What skills/characteristics do you value in employees?

8. What behaviors exhibited by an employee would cause you to fire the employee?

9. What kind of job training program does your firm conduct?

NOTE: Interviewer should conduct a survey to determine the accessibility of the building (inside & outside) to handicapped individuals. See Appendix A for an example of an accessibility survey instrument.

DATA COLLECTION INSTRUMENT - SERVICES TO SPECIAL EDUCATION STUDENTS BY COMMUNITY AGENCIES

DATE:

NAME OF AGENCY:

ADDRESS:

CONTACT PERSON:

TELEPHONE:

1. Does your agency provide services to handicapped individuals?

   Yes _____ No _____

IF YOU ANSWERED NO TO QUESTION 1 YOU DO NOT NEED TO COMPLETE THE REST OF THE QUESTIONNAIRE.

2. What handicaps do you serve?

3. How does one qualify for services with your agency?

4. How long does it take to qualify for services from your agency?

5. Who pays for the services of your agency?

6. What services does your agency provide?

7. Does your agency have a waiting list for services?

8. For how long may a client receive services from your agency?

DATA COLLECTION INSTRUMENT - PROGRAM EFFECTIVENESS FEEDBACK FORM

NAME: _____ TEACHING ASSIGNMENT: _____

DATE: _____

CONCEPTS TAUGHT

TEACHING METHODS USED

1. Did you have to change the concept in any way? How & Why?

2. What assistance would you like to better teach the concept?

AN EXAMPLE OF A CAREER EDUCATION PROGRAM

To ensure that a student receives an educational program that is consistent with the student's skills, interests, and likely future environment, the district must have a structured program that will provide the necessary services in a cost-effective manner. This will require that services to special education students be provided through a team effort, utilizing the regular education program whenever appropriate. This may involve the use of all the resources and personnel of the district to deliver services to meet the unique needs of special education students. The Career Education Program is to provide the coordination of curriculum, resources, and personnel to promote the welfare of all students in the district, particularly special education students. In addition, the Career Education Program will provide meaning to the student for participating and continuing in school. By completing the program which has been specifically designed for each student, the special education student will meet the requirements for graduation with either a high school diploma or certificate of completion.

The components of the Career Education Program include:

a) service delivery model;

b) curriculum;

c) personnel;

d) personnel training;

e) facilities and equipment; and

f) program evaluation.

A. SERVICE DELIVERY MODEL

By having a career education program, the district will be able to build a quality educational foundation for special education students. The career education program is characterized by a functional curriculum in the school setting which promotes integration with nonexceptional peers and which provides opportunities to apply what the student learns in the classroom to actual employment situations.

The Career Education Program will have the following sequential steps: a) career awareness; b) career exploration; c) career assessment; d) educational program planning; e) career and academic training; and f) school-to-community transition. The Career Education Program has been developed to include levels B, C, and D special education students. The steps of the program have not been tied to grade levels because progression through the steps of the program are contingent upon the student's individual rate of learning and attainment of step objectives. That is to say, a student will not go on to the next step of the program until he/she has mastered the

objectives of the previous step. The Career Education program has been designed to begin the first step at the elementary level.

The following is an explanation of the steps in the Career Education Program. Included in the explanation is the purpose of the step, the objectives that the student will be able to perform after completing the step, and an approach the teacher may use in teaching the step.

STEP 1----CAREER AWARENESS

Purpose: The purpose of the career awareness step is to assist the student in developing an awareness of work while developing a positive attitude toward self, others, school, and work which is compatible with the values of a work-oriented society.

Objectives:

1. To develop a sense of dignity for self and others;
2. To become responsible for own actions;
3. To become aware of personal assets and liabilities;
4. To develop basic personal health habits and become aware of their effect on human interaction;
5. To develop an awareness of the importance of preparing to enter the world of work in an area of interest that provides sufficient challenge, reward, and enjoyment;

6. To understand the implications of education in preparing for a future career;

7. To develop an understanding that there are basic job skills which are applicable to all careers; and

8. To understand that special skills and competencies are needed for different careers.

Approach: Career awareness learning experiences are designed to promote the development of attitudes and values which will facilitate career development and functioning. The following learning experiences can be used with B, C, and D level special education students in meeting the objectives of this step.

1. incorporating career education concepts/curriculum topics into the academic subjects;

2. presenting units on career education concepts in the regular classroom;

3. learning centers on career education concepts;

4. guest speakers;

5. field trips;

6. books/phamphlets on career education;

7. audio/visual materials; and

8. reinforcing career education concepts/curriculum topics in the special education programs and regular classroom when appropriate.

STEP 2----CAREER EXPLORATION

Purpose: The purpose of the career exploration step is to provide students with opportunities to explore various jobs available in the community so they can gain an understanding of the requirements of the various jobs in order to appropriately narrow their job choices in relation to their interest and abilities.

Objectives:

1. To list and describe job opportunities available in the community.
2. To describe the qualifications necessary for specific jobs.
3. To describe the tasks performed on specific jobs.
4. To demonstrate a knowledge of the skills and extent of preparation required for entry into a specific job.
5. To understand the implications of social interactions in work situations;
6. To describe the consequences of not planning and preparing to enter the world of work.
7. To understand how one decides on what job to select;
8. To understand certain jobs have vertical and horizontal relationships (job ladder concept);
9. To engage in activities to gain an understanding of their own interests and abilities in order to narrow their job choices; and

10. To continue to reinforce objectives from Step 1.

Approach: The following learning experiences could be used with B, C, and D level special education students for exploring various jobs available in the community:

1. incorporating career education concepts into the academic curriculum (using career education examples when explaining academic concepts).
2. having a required career education class (C and D levels) which would include:

* booklets or appropriate media on career clusters or specific job(s);
* field trips to observe and interview workers and then afterwards the student would report, in an appropriate manner, about the specific job;
* guest speakers coming to the classroom;
* career day (former students or employers present);
* experienced-based exploration assignments; and
* work samples in the classroom (hands-on experiences to teach various skills associated with specific jobs as well as to help the student gauge his abilities and interests in performing job tasks).

3. have a career education class (an elective) open to all students (including B level) which would include the teaching strategies found in number two above.

STEP 3----CAREER ASSESSMENT

Purpose: The purpose of the career assessment step is to evaluate the student's interests and abilities in order to provide information to formulate realistic and personally satisfying career goals.

Objectives:

1. To gather information on the student in the following areas:
   * medical history;
   * educational performance;
   * learning style;
   * personal, social behavior;
   * career interests;
   * career aptitude;
   * manual performance; and
   * work habits and attitude.

Approach: One of the most important components of the Career Education Program is the formal career assessment process. The placement of special education students into the most appropriate career training program can best be facilitated by effective career assessment. To ensure that students received a comprehensive and effective career assessment, the collection of different types of information is required

which suggests the use of different assessment methods, and requires the involvement of different personnel in the school or outside the school. Those students enrolled in a career education class will be eligible to go through the assessment process.

There are two phases in the assessment process. The first phase involves the summarizing of various data that exist in the student's records. Listed below are the needed areas of information.

1. Medical History - an appraisal of current health status, including limits and capabilities of performance, vision data and hearing data.
2. Educational Performance - information regarding present levels of functioning.
3. Personal/Social Behavior - information on such areas as discipline problems, attendance, and interpersonal skills.
4. Learning Style - information on how the student best learns new information.

The second part of the assessment is to determine the student's: a) career interests; b) career aptitude; c) manual performance; and d) work habits and attitude. A comprehensive career assessment battery should be conducted. The following chart (page 38) lists the assessment areas and information regarding possible assessment instruments.

Area of Assessment	Test Name	Exceptionality it can be used with	Age/Grade	Reading Level	Administration Time	Special Training Required
CAREER INTERESTS	AAMD-Becker Reading Free Interest Inventory	EMR/TMR	High School	Ø	15-20 min.	
	Wide Range Interest - Opinion Test	EMR/LD/TMR/BD Deaf	Ages 16 +	Ø (pictorial)	40-60 min.	
	Minnesota Importance Questionnaire	Ph/BD/LD/Deaf	Ages 16 +	5.0	30-40 min.	
	Career Assessment Survey Exploration	Disadvantaged	Gr. 9 -12 +	Ø	20-25 min.	
	Vocational Interests and Sophistication Assessment (VISA)	EMR/TMR/PH	Young Adults	Ø	20-25 min.	
	Individual Career Exploration	LD/BD/OHI	Gr. 3 - 7	(Ø)	20 min.	
MANUAL PERFORMANCE	Purdue Pegboard	ALL	Adults	Ø	10-25 min.	
	Bennett Hand Tool Dexterity Test	Ph/ED	Adults	Ø	10-20 min.	
	Crawford Small Parts Dexterity Test	LD/BD/HI/OHI		Ø	5-15 min.	
	Stromberg Dexterity Test	Handicapped	Adults	Ø	20 min.	
	Pennsylvania Bi-manual Worksample	MR/Blind/Deaf		Ø	10-15 min.	
CAREER APTITUDE	Raven Progressive Matrices	All but VI	Ages 5 +			
	General Aptitude Test Battery (GATB)	MR/BD/Deaf	High School +	6.0	2 1/2 hours	
	Nonverbal Aptitude Test Battery	All but VI	High School +	Ø	3 1/2 hours	
	Phoenix Ability Survey System (PASS)	MR/PH	Young Adult +	some reading & writing	5-6 hours	
	Prevocational Assessment and Curriculum Guide	MR/PH	Ages 16-18 +	no reading for evaluatee	10-20 min.	
	San Francisco Vocational Competency Scale	MR/PH/BD	Adults	Ø for assessee		
	Social Prevocational Information Battery (SPIB)	EMR/PH	Grade 7 - 12	Ø	2 1/2-4 hours	
	Vocational Adaptation Rating Scale	MR	Young Adult	Ø	30-40 min.	
	Vocational Capacity Scale	MR	Adults	Ø	3-4 hours	
C.A. & M.H. & A.	Brigance Inventory of Essential Skills	TMR	High School			
	McCarron-Dial	TMR/LD	Ages 16 +	2 weeks		3 days training required
	Systematic Approach to Vocational Evaluation (SAVE)	Handicapped	Adults	varies	2 - 5 days	
	Wide Range Employment Sample Test	MR/PH	Ages 16 +	Ø	1 1/2 hours	
WORK HABITS & ATTITUDES	Vocational Behavior Checklist					
	Vocational Information Evaluation Worksamples (VIEWS)	EMR/TMR	Ages 15 +	Ø	2 1/2 days for full evaluation	20-30 hours training required & followup
	Valpar	MR/PH (#17)			5 1/2 hours (#17)	

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STEP 4----EDUCATIONAL PROGRAM PLANNING

Purpose: The purpose of the educational program planning step is to have the student select a job option based on a working knowledge of the various jobs studied in step 2 and to plan an educational program compatible with and supportive of the job selected. It must be realized that the developed educational program must be flexible to allow changes as deemed necessary.

Objectives:

1. To select a job option based on information obtained from steps 2 and 3.
2. To formulate a comprehensive educational program emphasizing career education which will:
    a. contain course work to meet graduation requirements and provide career education experiences to prepare the student for gainful employment or for additional training; and
    b. contain extra-curricular activities which are supportive of the job selected.

Approach: Following the career assessment phase, all concerned parties will gather to discuss the assessment information so that everybody has a realistic knowledge of the student's interests, abilities and job opportunities. The student,

parents, and school personnel will write a comprehensive career education component of the student's individualized education program to include specific outcomes which are supportive of the student's job selection.

In program formulation, the student should be asked to select the job and the parents should be asked their feeling about the selection. It is the teachers responsibility to insure that the job selected is realistic for the student. If the job is realistic for the student, then as the career education component is developed, student and parent input should be included. If the job is not realistic for the student, the teacher needs to confer with the student's parents about a realistic job for the student. After a job has been selected, the student needs to be asked their feelings about the job selected for them. Hopefully the teacher and parents can persuade the student to try the job. As the career education component is developed, include input from the parents and the students.

The career education component of the student's individualized education program should include the following information:

a. specific job selected;

b. job description for the job selected;

c. present level of functioning regarding the components of

the job description;

d. goals and objectives for the various components of the job description that need to be mastered;

e. activities (regular or special education) to be provided with or without modifications; and

f. appropriate objective criteria and evaluation procedures with date of the review.

STEP 5----CAREER AND ACADEMIC TRAINING

Purpose: The purpose of the career and academic training step is two-fold. First, it is designed to facilitate the development of skills necessary for effective functioning in the chosen job and for living as independently as possible after high school. This includes specific job skills, as well as the career-related skills requisite for successful adjustment and advancement in the world of work. Second, the career and academic training step is designed to provide the student with the opportunity to test, under real working conditions, the appropriateness of his/her job choice and to make necessary changes.

Objectives:

1. To identify personal assets and limitations that affect performance in the selected job.

2. To demonstrate in school and in practical work

situations a responsible attitude towards work.

3. To develop skills supportive of and basic to entering the student's selected job.
4. To demonstrate the ability to obtain initial employment.
5. To successfully demonstrate the ability to cope with the work tasks of a selected job.
6. To determine the compatibility of their personality and their job choice.
7. To identify behaviors which would be acceptable and unacceptable in the student's selected job.
8. To understand the importance of having positive relationships with fellow workers.
9. To list ways workers must interact in the work situation to accomplish tasks effectively.
10 To understand the importance of a positive employer/employee relationship.
11 To identify basic causes of individual unemployment.
12 To explore career mobility within the selected job area.

Approach: The following procedures could be used with levels B,C, and D level special education student to provide career and academic training.

Phase 1----Pre-Job Training

The goal of this phase is to teach the student social interaction skills, general job related skills and specific

job skills as outlined in the educational program. In addition, the student would be provided with learning experiences designed to develop the student's job seeking, maintaining, and terminating skills. This is also the time when the student can start to validate assumptions regarding their "desired" job placement.

Phase 1 for the B level student will require the utilization of appropriate regular career education classes to provide services as outlined in the student's educational program. The resource room experience can be used to reinforce vocational education concepts by using vocational education examples when explaining and/or teaching academic concepts.

Phase 1 for the C and D level students will require the utilization of a career education class taught by special education personnel with assistance from career education personnel. The course is designed to help the student to become employable. The following learning experiences could be used to develop specific job skills: a) role playing, b) work samples, and c) a classroom business. In addition, appropriate career education topics will be included in the curriculum of the other courses being taken by the students.

Phase 2----On the Job Training

The goal of this phase is to provide the student with the opportunity to test, under real working condition, the appropriateness of his/her job choice. It is the responsibility of the special education teacher or the Career Education Coordinator, if the district has such a person, to find training sites in the community. After a job opening has been found, the student will be sent to interview for the job. If the employer agrees to train the student, the employer, the student, the parents, and the special education teacher would meet to develop and sign the job-training implementation component of the individualized education program. The component would include the following:

A. the training experiences the student will receive;

B. goals and supporting objectives for the on-the job training experience;

C. class instruction that corresponds to the on-the job training experience;

D. responsibility of the employer and the special education teacher for training the student; and

E. procedures for monitoring student progress and completing written student evaluations; and

Job training shall be properly organized to provide for the sequential acquisition of skills, attitudes and behaviors, and be directed toward employment after graduation. Students successfully completing on-campus or off-campus work placements shall receive appropriate course credit.

As part of their educational program each year, phase 2 students (C and D level) will take a career education class which will address topics related to their on-the-job training experience and to independent living after graduating high school. To ensure a successful on-the-job training experience, the special education teacher will assist the employer with necessary on-the-job support services and with classroom training that supports the on-the-job training experience. In order to maintain communication with the employer, the special education teacher shall meet with the employer on an average of every two weeks to monitor student progress and to complete written student evaluations.

STEP 6----SCHOOL-TO-COMMUNITY TRANSITION

Purpose: The purpose of the school-to-community transition step is to assist program graduates in making a successful and productive transition from school to work and to living as independently as possible.

Objectives:

1. To help the student become aware of available community-based services.
2. To discuss possible problem situations and where to go for assistance.
3. To have students practice using community-based services.
4. To write a plan with representatives from community-based agencies which would outline services to be delivered to the student after graduation from high school.

Approach: For those special education students who are about to graduate, during the last semester a weekly seminar should be conducted to help prepare the student for the transition from school to work and independent living. The seminar should cover, at least, the following topics:

* What services are available in the community?
* What the services are for.
* How do you get the services you need?
* Who should you go to for assistance?

After discussing with the student and their parents what services might be needed after graduation, a plan to obtain those services should be written. Therefore, the parents, the student, the special education teacher, and a

representative of the needed services should be involved in writing the plan. The plan will insure that everyone involved knows their role in delivering the community-based services to the eligible program graduate.

B. CURRICULUM

In order for a student to obtain the skills and competencies that are essential for living as independently as possible and for being a productive worker, there must be a structured program to follow. The district's Career Education Program provides the structure for teaching the necessary competencies, but the curriculum provides the content to what needs to be taught. The curriculum must reflect the values of the community, the district's educational goals, the needs of the students and an awareness of the changing ways of living and working in today's world. The role of the curriculum is to guide instruction, not to prescribe the means.

To ensure a functional program, school personnel must continuously assess and analyze the specific skills and competences required for successful job performance and for community living. As a result of this activity, see pages 63 through 76 for the curriculum topics that have been identified. As individual teachers implement the program and teach the curriculum topics, teaching strategies and materials used should be documented and compiled for the use by other teachers.

The individualized education program (IEP) for the

student should lead to a high school diploma when the student graduates. The chart on page 50 provides a suggested course of study. For the C and D level students, the courses would be taught by special eduation personnel with assistance from regular classroom teachers. If a student is mainstreamed, appropriate curriculum topics will be covered in the regular classroom. For the B level students, they will be encouraged to take the elective vocational education class (which would cover Step 2). During high school they will take regular classes which would support their career interests.

*** NOTE FOR REGULAR CLASSROOM TEACHERS ***

When an exceptional student is placed in a regular class, he/she may require a modification in the curriculum. Modification may require changes in course content, instructional materials, time requirements, physical and environmental conditions, and/or teaching techniques. Whatever the specific modifications, they should assist the individual in obtaining the knowledge or skills of the class. These modifications do not require teachers to change the criterion for determining skill mastery and grading. Modification should be made only to the extent that it permits the student to engage in the learning experience. Special considerations are not always necessary for the exceptional student. As a matter of fact, if

Suggested Course of Study

9th	1. Language Arts * 2. Mathematics * 3. Science 4. Physical Education 5. Social Studies 6. Voc. Ed. Class - Step 2 Conduct Step 3 Conduct Step 4	9th	1. Language Arts 2. Mathematics 3. Science 4. Physical Education 5. Social Studies 6. Voc. Ed. Class - Step 2 Conduct Step 3 Conduct Step 4
10th	1. Language Arts * 2. Mathematics * 3. Physical Education 4. Social Studies 5. Science 6. Voc. Ed. Elective	10th	1. Language Arts 2. Mathematics 3. Physical Education 4. Social Studies 5. Science 6. Voc. Ed. Class
11th	1. Language Arts * 2. (Use as needed) 3. U.S. History 4. Career Education and 5. Independent Living Electives 6.	11th	1. Language Arts 2. U.S. History 3. Voc. Ed. Class 4. 5. Work Experience I 6.
12th	1. Language Arts * 2. (Use as needed) * 3. Career Education and 4. Independent 5. 6. Living Electives	12th	1. Language Arts 2. Independent Living Class 3. 4. 5. Work Experience II 6.

* NOTE - * indicates Special Education Resource Room.

training modifications are minimal, the student will have a better chance of fitting into realistic work situations.

C. PERSONNEL

If the Career Education Program is to be successful, a team approach must be used in conducting the program. There are many individuals that have much to offer regarding the preparation of exceptional students for gainful employment and living as independently as possible after graduation. The team might consist of the following individuals working together towards helping the student meet their career education goals: a) vocational educators; b) special educators; c) ancillary and support personnel; d) the student's parents; e) the student (if appropriate); f) community agency personnel; and g) potential employers.

Vocational and special educators must share the responsibility of providing career education to exceptional students in proportion to the student's need. Vocational educators bring expertise in their specific occupational areas, knowledge of job availability and job requirements, and the ability to implement coordination techniques for placing and supervising students on the job. The special educators are qualified in the areas of identifying student needs, individualizing instruction to meet those needs, and evaluating the effect of instruction. By working together,

the student can be taught the appropriate skills and knowledge in a manner that will make the student competitive in the world of work. In addition, the educational diagnostician should be trained to conduct Step 3 - Career Assessments activities.

Parents play a key role in their child's career education. Family members must be supportive in order for an individual to be successful in employment. Parents may block employment or interfere with job retention through negative attitudes or reluctance to let their child become independent. The district must involve the parents in the planning and implementation of the student's career education program.

A major problem facing the exceptional student is access to jobs after the student completes their schooling. Potential employers must be involved in the program in order to maintain the relevancy of the school program to job success and to promote desirable attitudes toward the employment of exceptional students.

Although it is possible for a single teacher to develop and implement a career education program, a centrally coordinated program is needed to ensure that every student receives an appropriate, individualized education and to ensure that the program is run efficiently and in a

cost-effective manner. The general supervision of the program should be the responsibility of a single person --- a Career Education Coordinator. Once the program is functional, the coordinator's major responsibilities should include:

1. inservice training of personnel involved in the program;
2. facilitation of effective communication between personnel involved in each step of the program;
3. preparation and submission of a budget for the program;
4. evaluation and revision of the program;
5. public relations efforts in the community; and
6. obtaining training sites (jobs) in the business community.

D. PERSONNEL TRAINING

The success or failure of the Career Education Program depends upon the ability of the personnel to implement, and carry out the program. Therefore, the personnel must be well-trained and throughly familiar with the principles of the district's Career Education Program for exceptional children. It is necessary to provide a training program which will:

1. orient personnel to the goals of the district's Career Education Program;

2. explain the needs of the target population;
3. identify the roles of different personnel in carrying out the program; and
4. develop the skills necessary for implementing and carrying out the program;

* Community job assessment skills (to analyze what is necessary for success in a specific job.)
* Designing and monitoring individualized education programs.
* Knowledge of how to approach and solicit potential employers regarding placement and on-the-job training of special education students.
* Assisting employers to work effectively with special education students.
* Working with community agencies to maintain the special education student in the community.
* Working with parents to provide a school-home career education program.

The following suggestions are presented to further aid in the development of the career education training program and will hopefully improve the usefullness of the training.

* The training should meet the expressed needs of distict personnel as much as possible. The coordinator should conduct a needs assessment covering

the basic topics of the training. Also additional training topics should be solicited from district personnel.

* The training should be broken down into sections or modules so that the content can be presented in a series of short presentations.
* Pre-and posttestting should be used with each module. A preset mastery criterion (85% accuracy or better) should be used to determine performance proficiency. Obtaining the mastery criterion on the pretest would exempt individuals from having to do that particular module.
* A variety of media and hands-on activities should be utilized to present the content of each module. In addition, a list of resouce materials should be given to training participants.
* The Career Education Coordinator should act as a resource for any person that may need assistance with their interactions with exceptional students.

E. FACILITIES AND EQUIPMENT

Facilities may present barriers to exceptional students in four main areas:

* Getting to the building --- Barriers include: inconveniently located parking areas, parking

areas with no stalls set aside for the handicapped, unramped curbs, rough pavement between parking lots and buildings, and excessive distances and sharp grades between passenger unloading zones and the buildings.

* Entering the building --- Barriers include: raised doorsills, steps, narrow doorways, excessive force required to open doors, and absence of adequate signs to indicate which entrance was accessible.

* Negotiating the building once inside --- Barriers include: narrow doorways, excessive force required to open doors, doorknobs rather than lever-style handles, signs do not have raised or engraved letters, signs mounted on doors rather than on walls (someone might open the door from the other side striking a blind person trying to feel the sign), warning signals do not include a visual component, and elevator controls placed too high and do not have raised letters.

* Using fixtures, appliances, study areas, and other items integral to the building --- Barriers include: rest room stalls too narrow and not roomy enough to allow door to be closed; sinks, towel dispensers, and mirrors too high; fire

extinguishers, telephones, light switches, and drinking fountains too high; and study carrels and tables too low.

Performing the learning tasks in Career Education Program requires the safe manipulation of a wide variety of materials, tools, machines, equipment and work station apparatus. To get the task done, a person may have to manipulate objects, adjust settings, take readings and recognize their significance, and exchange information with others, all of which require certain minimal levels of strength, dexterity, sight, hearing, speech, or intellectual ability. Adaptations made to tools, machines, equipment and work station apparatus will enable some exceptional students to develop work skills that will help them become a part of the work force.

There are three general strategies that can be used to overcome equipment or work environment barriers.

* Select a standard piece of equipment that does not lead to the problem in the first place. This solution is most desirable because the exceptional student is not set apart by using a special device. Also, the equipment is immediately suitable for use by other students during other class periods and after the exceptional student completes the course.

* Provide the student with an aid that makes it possible to use the piece of equipment or to function in the work environment. No alteration of equipment or of the work environment is made; rather, the student is provided with an implement that makes the task easier. Disadvantages occur if aids are expensive, difficult to obtain, or cannot be kept by the student at the end of training.

* Modify an existing piece of equipment to make it usable by an exceptional student. A major advantage is that touring employers can see for themselves the practicality of making equipment modifications. This strategy is disadvantageous if modifications are terribly complicated, very expensive or can only be done in a way that makes it more difficult for a nonexceptional student to learn to use the equipment in the usual fashion.

The cost of making modifications to facilities and equipment can often be significantly reduced by making the modifications part of a teaching/learning situation and by using the technical expertise of vocational educators. Unnecessary modifications should be avoided. Students who are surrounded with many special devices to assist them in

performing work tasks may never learn to cope and to work effectively in the actual work environment. Helping students develop and use their capabilities to adjust to the work environment should involve a strategy that capitializes upon the student's ability to get the job done with providing the least amount of modification to materials, tools, machines, and equipment. Many exceptional students are quite adept at getting about in a world not designed for them and will be able to use a facility even if some architectural barriers exist within it.

F. PROGRAM EVALUATION

The Career Education Program must be continuously evaluated in order to: (a) determine if all facets of the program are working correctly; (b) maintain and improve program quality; (c) modify program operations; and (d) meet the ever-changing needs of exceptional students and the job market. The evaluations of the Career Education Program should include feedback regarding student achievement and attitude; useability of individual courses or units; and student, parent, and employer satisfaction. Methods of gaining feedback should be built into the program and should include frequent measures of interim progress toward the achievement of program goals and objectives. Evaluation instruments should be specifically designed during the development/planning phase of the Career Education Program.

The following activities will make up the overall evaluation of the career education program:

* An evaluation of student achievement on performance objectives should be conducted at the end of each term or semester by the instructor. If students are not achieving mastery of the performance objectives, then the teaching strategies and materials may need to be modified. Data should also be gathered regarding student attitudes towards the program. The student

evaluation of courses during the awareness phase will not be as formal as with other phases due to the age of the students.

* A student follow-up survey should be administered to students three years following their graduation to determine: former students' attitudes toward the program; areas of weakness in the program; recommended program changes; use of community-based services; what students are doing; and reasons why students are unemployed. Such a follow-up will help determine the appropriateness of the career education program in relation to student needs.

* A survey of Career Education Program participants (school personnel, parents, employers, and service agency personnel) should be conducted at the end of each year to determine program strengths and weaknesses. From the data collected, program revisions can be made before the start of the next school year.

* An evaluation of on-the-job training should be conducted by the career education coordinator. Data should be gathered concerning the appropriateness of training received, performance of the student, and skills developed. From the data collected, program revisions can be made before the start of the next school year.

* The facilities used in the Career Education Program should be evaluated at least once a year by the career education coordinator to determine whether they are: appropriate to the program, accessible to all students, safe, and of adequate size. In addition, equipment should be evaluated in terms of appropriateness, usability, quality, safety, and number available.

* The cost of the Career Education Program should be determined by the career education coordinator following its completion. This actual cost will be compared with cost estimates made prior to start of the Career Education Program. A formal system of cost accounting should be used to determine the actual cost.

When all data are collected, it is the task of the career education coordinator to analyze and translate the data into appropriate recommendations for action. These recommendations should be aimed at alleviating specific weaknesses that have been identified in the program. Recommendations for program changes should be made to the Director of Special Education and with sufficient time to allow the implementation of changes before the start of the next school year.

Career Education/Independent Living Curriculum Topics
(Also see the objectives listed for each STEP of the Program)

Vocations-Primary Level

I. Vocationally Related Attitudes

1. Begins to share.
2. Begins to get along with others in the room, on the playground, and in group activities.
3. Begins to use courtesy words such as thank you, please, excuse me, and I'm sorry at appropriate times.
4. Follows rules in group activities.
5. Knows the difference between his and other's belongings.
6. Begins a task promptly when directed.
7. Begins to accept correction.
8. Begins to understand that children differ in work performance.

II. Vocationally Related Skills

1. Demonstrates skills and concepts related to counting, money, telling time, and measurement.
2. Demonstrates gross-motor control.
3. Speaks understandably and expresses complete thoughts.
4. Recognizes and heeds signs of warning.
5. Can tell the names and uses of common household and classroom objects.
6. Follows directions with one or two directives.
7. Works toward task completion.
8. Begins to develop skills in using simple tools and equipment (scissors, paint, brushes, paste, etc.).
9. Puts tools and supplies away after finishing a task.
10. Performs routine jobs in the classroom:
    a. Taking lunch report.
    b. Straightening book shelves.
    c. Keeping desks straight.
    d. Emptying the trash.

III. Analysis of Occupations

1. Explains the role of each family member at home.
2. Explains the duties associated with jobs at school:
   a. Janitor
   b. Principal
   c. Secretary
   d. Lunchroom worker
   e. Librarian
   f. Teacher
3. Names the titles and basic functions of community workers:
   a. Police officer
   b. Firefighter
   c. Doctor
   d. Mail carrier
   e. Dentist
4. Explains that it takes many businesses and services to make up a functioning community.

IV. Getting a job

1. Verbally states personal data:
   a. Full name.
   b. Address, city, and state.
   c. Age and birth date.
   d. Father's and mother's name.

V. Understanding Responsibilities, Rights, and Benefits of the Worker

1. States the various responsibilities of classroom jobs.
2. Explains the reasons that classroom jobs are necessary.
3. Recognizes that consequences follow one's actions:
   a. When the job is performed well, praise is usually given.
   b. When the job is done poorly, punishment or scolding usually follows.
4. Explains how most adults are paid for their work.
5. Tells why, when one has a particular job to do, he must assume the responsibility of doing his best to complete it.

Vocations-Intermediate Level

I. Vocationally Directed Attitudes

1. Habitually uses courtesy words such as please, thank you, excuse me, and may I.
2. Evaluates his own efforts and production.
3. Names his own strengths and weaknesses.
4. Locates materials he needs to work with.
5. Takes pride in accomplishments:
   a. Finishes a job that he starts.
   b. Recognizes importance of doing his best.
6. Demonstrates a good disposition.
7. Demonstrates a cooperative attitude.
8. Explains relationship between work in school and out of school.
9. Reacts positively to personal limitation and also the limitation of others.
10. Tells the importance of being alert while working.

II. Vocationally Related Skills

1. Demonstrates skills and concepts related to counting, money, telling time, and measurement (see Arithmetic-Intermediate Level).
2. Demonstrates fine-motor control.
3. Relates three or four events in chronological order.
4. Attends to a task for an extended period of time.
5. Remembers oral directions with one to three directives.
6. Can speak in sentences.
7. Speaks clearly.
8. Uses the telephone to make calls or to take messages.
9. Controls the pitch and volume of the voice.
10. Repeats information exactly as it is heard.
11. Writes legibly
12. Performs classroom cleaning jobs:
    a. Sweeps room.
    b. Dusts furniture
    c. Cleans boards
    d. Washes windows

e. Empties trash

f. Cleans lavatory and toilet

III. Analysis of Occupations

1. States the duties of various community workers such as police officer, firefighter, storekeeper, farmer, janitor, and factory worker.
2. Lists many different kinds of jobs.
3. Explains that different skills and knowledges are required to perform different jobs.
4. States that different jobs require different types of training.
5. Explains the job at which parents work.
6. States the major areas of employment in the community.

IV. Getting a job

1. Speels personal data information:
   a. Full name
   b. Address, city, and state
   c. Birth date and birthplace
   d. Father's and mother's full name.
2. Introduces oneself and one's friends to others.
3. Role plays proper interview behavior:
   a. States the importance of being polite and attentive.
   b. Knows how to shake hands.
   c. Maintains eye contact when spoken to or engaged in conversation.
   d. Is well groomed.
   e. Demonstrates knowledge of appropriate conversational topics by role playing.

V. Understanding Responsibilities, Rights, and Benefits of the Worker

1. Begins to understand why people work:
   a. To get things they want.
   b. To make things for others.
   c. To find satisfaction.
   d. To get paid.

2. Explains some of the responsibilities that are involved in assuming a job:
   a. To complete an assigned job.
   b. To do a job according to direction.
3. Explains some of the causes and consequences of unemployment.
4. Explains the benefits of salary and uses of salaries.
5. Explains that people pay taxes to support government and to provide services.

Vocations-Junior High Level

I. Vocationally Related Attitudes

1. Practices good work habits:
   a. Habitually gets to school on time.
   b. Asks for help and further instructions when necessary.
   c. Puts forth best effort in most taks.
   d. Initiates tasks and carries them out with minimum supervision.
2. Assumes responsibility in group projects.
3. Practices common courtesies.
4. Cooperates with others and acts upon opportunities to help them.
5. Understands the importance of showing respect to those in authority.
6. Accepts criticism.
7. Practices safety precautions.
8. Explains the importance of work experience.
9. Explains that doing a good job at all times helps one to get good recommendations for other jobs.
10. Understands that all jobs are important and that one should hold his job with honor and respect.

II. Vocationally Related Skills

1. Demonstrates skills and concepts related to counting, money, telling time, and measurement (see Arithmetic-Junior High Level).
2. Speaks clearly using proper and discrete language.
3. Takes advantage of various transportation modes in getting around the community:

a. Cars

b. Car pools

c. Bicycles

d. Public transportation

e. Walking

4. Demonstrates ability in the manipulation of tools and materials.

5. Cares for and repairs tools and materials.

6. Can tell proper physical conditions leading to productive work:

   a. Ventilation

   b. Temperature

   c. Light

7. Accepts responsibility for keeping classroom clean.

8. Participates in a job training program in school situation:

   a. Works with janitor

   b. Assists teacher, principal, or secretary or messenger

   c. Works in lunchroom

III. Analysis of Occupations

1. Explains the role and potential benefit of vocational rehabilitation services for job information.

2. Makes contacts with vocational rehabilitation and other governmental agencies concerned with job information.

3. Makes survey of jobs in the community, compiling information on each of the following:

   a. Name of job

   b. Location

   c. Pay

   d. Hours

   e. Duties

   f. Requirements

   g. Working conditions

   h. Advancement

   i. Transportation

4. Evaluates each job in terms of personal placement.

5. Can list part-time jobs as well as full-time.

6. Can explain that personal strengths and weaknesses will determine the possibility of securing many jobs.

IV. Getting a job

1. Practices filling out various application forms, reading, and spelling all words independently.
2. Can role play interview situation, engaging in proper behavior:
   a. Gives introduction
   b. Engages in proper conversation
   c. Is courteous and polite
   d. Shows eye contact and general alertness
   e. Is well groomed
   f. Relates proper personal and vocational information
   g. "Sells" self in appropriate and positive manner.
3. Reads want ads in newspaper to locate jobs.
4. Makes contacts and takes advantage of services from following agencies:
   a. Vocational Rehabilitation
   b. Public employment agencies
   c. Private employment agencies
   d. Personnel offices of plants and businesses
5. Applies for and possesses social security card.
6. Writes letters of application.
7. Makes phone calls concerning job information and making jobs applications.
8. Knows the importance of having patience while looking for a job.

V. Responsibilities, Rights, and Benefits of the Worker

1. Explains some of the laws controlling employment:
   a. Explains how and where to get a work certificate
   b. Explains some of the restrictions controlling employment for minors.
   c. Tells where and how to get a birth certificate
2. Tells the common causes of unemployment and firing.
3. Explains wage and hour laws.
4. Can explain the rights of the worker in terms of:
   a. Right to fair wages
   b. Right to no discrimination on an unfair basis

c. Right to be treated with dignity and respect

d. Right to terminate employment

5. Can explain responsibilities of the worker to the employer.

a. Tells why it is important to work at a competitive pace during work hours

b. Tells why one should give appropriate notice before terminating a job

Vocations-Senior High Level

I. Vocationally Related Attitudes

1. Evaluates self realistically, recognizing own interests, abilities, and/or talents.
2. Appreciates and takes pride in personal work performance.
3. Explains the importance of maintaining good physical condition and personal appearance.
4. Explains the need for safety precautions for oneself and others.
5. Practices maintaining good working relations with peers and supervisors.
6. Explains the importance of being punctual and dependable.
7. Explains the importance of company loyalty.
8. Practices conservation of time and materials.
9. Evaluates own work.

II. Vocationally Related Skills

1. Demonstrates skills and concepts related to counting, money, telling time, and measurement (see Arithmetic-Senior High Level).
2. Works with minimum supervision.
3. Demonstrates specific and thorough skill training for chosen occupation.
4. Reads adequately for self-protection and welfare of others.
5. Converses appropriately with fellow workers and supervisors.
6. Assumes personal responsibility for care of materials and tools.

III. Analysis of Occupations

1. Knows specific information on jobs in own area.
2. Chooses most appropriate job with consideration of strengths and weaknesses.

3. Begins to get job experience.

4. Explains various positions of work - lay person, manager, supervisor, etc.

5. Explains funding source of his job and knows its relationship to job security.

IV. Getting a Job

1. Reads want ads.

2. Fills out job application forms with no problems.

3. Takes advantage of services of employment agencies.

4. Tells why:

   a. Long-term employment is usually better than seasonal employment

   b. Wages are not always the most important factor in getting a job

   c. One should consider fringe benefits when choosing a job

5. Carries out personal interview effectively.

6. Knows how to fill out the following forms:

   a. Withholding tax

   b. Union forms

7. Works closely with rehabilitation counselor.

V. Responsibiliites, Rights, and Benefits

1. Can explain:

   a. Straight salary

   b. Part-time work

   c. Commissions

   d. Time and a half

   e. Double time

2. Names basic social security benefits.

3. Can explain the basic fringe benefits of:

   a. Hospital and medical insurance

   b. Life insurance

   c. Sick pay

   d. Vacation pay

   e. Holiday pay

f. Retirement program

g. Disability payments

h. Pensions

i. Profit-sharing plans

4. Demonstrates knowledge of unemployment compensation and how to apply for it.

5. Explains the following terms associated with unions:

a. Collective bargaining

b. Strikes

c. Picket

d. Boycott

e. Union contract

6. Tells advantages and disadvantages of joining unions.

7. Explains the major responsibilities of the worker to the employer.

a. Why he should report to work regularly and on time

b. What he should do in case he cannot report to work

c. Why he should do a day's work with or without supervision

Social Competence

I. Socialization

1. Has good group relationships:

a. Distinguishes between right and wrong when faced with group pressure

b. Chooses and keeps worthwhile friends

c. Practices honesty in all dealings

d. Tells the necessary characteristics of good leadership

e. Assumes the responsibilities of an adult family member

f. Explains the responsibilities and benefits of neighborhood life

g. Obeys local and state laws

h. Explains the role of sharing and cooperation in maintaining good relationships with fellow employees

i. Explains the need for organizations, committees, and other groups

j. Gains acceptance as member of occupational group

k. Practices tolerance by accepting rights of others

l. Accepts total responsibility for behavior

m. Encourages others to respect authority and obey laws.

2. Engages in courteous behavior.

a. Practices courtesy in all on the job situations

b. Encourages others to practice proper etiquette

3. Uses manners in communication:

a. Expresses appreciation and sympathy to others

b. Talks respectfully to employers and fellow workers

II. Understanding and Accepting Oneself

1. Can explain self emotionally and physically:

a. Has stable emotional adjustment

b. Maintains self-control

c. Realizes potential emotional problems and knows how to handle them

d. Tells about agencies and people within the community that offer emotional support and/or counseling

e. Makes the most of physical apperance

f. Accepts physical limitations and unattractive aspects of physical appearance

2. Explains assets and limitations:

a. Finds appropriate vocational placement in regard to abilities

b. Explains the long-range effects of his limitations on job opportunities

c. Tells about the standard of living that will be in line with his salary

3. Establishes feelings of self-respect:

a. Takes pride in job

b. Takes pride in home, community, and recreational activities

c. Realizes he is contributing member of society

d. States that he feels as if he can cope with most adult situations

Leisure Time

I. Participation in Organized Games

1. Practices skill development related to sports and organized games.
2. Learns new games.
3. Displays good sportsmanship.
4. Recognizes outstanding individual achievement.

II. Enjoyment of Nature

1. Participates in camping activities.
2. Supervises younger children on picnics.
3. Plants garden.
4. Explains and appreciates seasonal changes of nature.
5. Develops skill in fishing.
6. Teaches younger children names of leaves, flowers, trees, birds, insects, etc.
7. Builds a campfire and understands appropriate safety precautions.
8. Prunes shrubbery.

III. Develops Avocational Interests

1. Entertains friends.
2. Broadens skills in cooking, sewing, and woodworking.
3. Attends movies and community sponsored events.
4. Follows television and radio schedule.
5. Improves skill in social dancing.
6. Plays simple musical instruments.
7. Sings a variety of songs.
8. Participates actively in public library program.
9. Cares for younger children.
10. Plans and carries out family leisure activities.

Obtaining Housing

* Estimating Needs
* Determining affordable housing
* Using the Classified Ads
* Understanding the Rental/Lease Agreement
* Getting Services Started
* Obtaining Insurance Coverage

Budgeting

* Setting up a Budget
* Keeping Records - Income & Pay outs
* Evaluating The Budget
* Understanding - Necessity vs. Luxury

Shopping

* Determining the best buy - Practicality/Durability/Versatility/ Maintenance/Cost
* Understanding fad vs. classic
* Understanding the sales agreement before signing
* Understanding how to return items
* Understanding consumer rights

Shopping (Food)

* Using coupons
* Unit pricing
* Comparison shopping - Reading Ads
* Using a shopping list

Food Preparation

* Planning a nutritious menu
* Following recipes
* Serving the Meal
* Understanding proper storage of food
* Cleaning up after food preparation
* Evaluating the quality of the job

Cleaning (Inside)

* Knowing proper cleaning techniques for various situations
* Knowing proper use of supplies and equipment
* Understanding time required for cleaning
* Evaluating the quality of the job

Yard Care

* Disposing of garbage
* Knowing proper use of supplies and equipment
* Understanding the proper care of plants

Laundry

* Following label instructions
* Knowing proper washing techniques
* Knowing proper use of supplies & equipment
* Understanding dry cleaning vs. handwashing

Maintenance

* Knowing how to make basic repairs
* Know when to call someone to make repairs
* Understand landlord's vs. renter's responsibilities
* Know when new equipment is needed

APPENDIX A

ARCHITECTURAL CHECKLIST

ARCHITECTURAL CHECKLIST

INGRESS, EGRESS, AND ACCESS

DOORS

Depth between two doors (e.g. outer and inner) must be a minimum of 6 feet 6 inches so that a wheelchair cannot be trapped between the two.

All doors require a minimum clear opening, 2 feet 8 inches. Maximum pressure to open a door should not be over 8 pounds.

Thresholds: Shape for accessibility; height should not exceed 3/4 inch.

Handles: Should be 3 feet 6 inches from floors. Horizontal lever handles are preferable. Handles should be knurled to serve the blind as indicators of danger areas. On sliding doors, handles should protrude.

View Panels: Glazing should be in all swinging doors. Lower edges should be no more than 3 feet from floors. Doors with large areas of glass should have markings on the glass to avoid accidents.

STAIRWAYS

EXTERIOR

Stairways are to be well illuminated at all time.

The riser should be a maximum of 5 3/4 inches high. The tread should be a minimum of 14 inches wide.

All stair treads and nosings are to be surfaced with a nonskid finish.

Handrails: 32 inches high, should be located on both sides of stairs and should extend 30 inches horizontally at both top and bottom levels. (Care should be taken to design handrail extensions so that they do not become hazards.)

INTERIOR

The landings and floor levels should be distinguished from stairs by contrasting color or texture.

The risers should be no more than 7 inches high with no projecting nosings.

All handrails (circular or oval section, 1 3/4 inches-2 inches in diameter) should be 32 inches high (measured vertically from stair nosing) and continue 18 inches horizontally at both top and bottom levels.

CORRIDORS

Corridor width must a minimum of 5 feet for wheel chair maneuverability.

PARKING

Special parking for the disabled should be located as near as possible to the facility served.

Five percent of the bays should be reserved for disabled persons.

The width of a bay should be a minimum of 9 feet. Pedestrian access between every other bay reserved for the disabled should be 4 feet.

A ramp should be provided if there is a level change from the parking lost to an adjoining walk.

The area for the disabled should be designed so that movement behind parked cars or across lanes of traffic is not necessary.

ELEVATORS

All elevators should be so adjusted/controlled that the floor of the elevators, when stopped, will conform exactly to building floor levels.

The cab size should be a minimum of 5 feet 1 inch deep by 5 feet 6 inches wide.

The doors should have a sensitive safety edge plus a sensing device (e.g., photo electric eye) to prevent closing while entering or exiting.

No control should be higher than 4 feet from the elevator floor.

WALKWAYS*

There should be at least one access without steps connecting all facilities on a campus.

Pavement materials used on walkways should be firm and not slippery when wet.

Walks with 5% gradients must have frequent level rest areas (e.g., 60 feet maximum intervals).

Intersections of walks with streets must be blended by ramps.

Gratings, manholes, and like impediments should not be located in walks.

RAMPS

Ramps should be provided only when it is impossible to have grade-level entrances.

The surface should be treated so that it is nonskid. There should be intermediate rest platforms a minimum of 4 feet 6 inches every 30 feet of ramp.

The approach to a ramp should be level and a minimum of 6 feet in length.

Where a ramp enters a building, there should be a platform of 5 feet minimum depth from the building extending a minimum of 1 foot on each side of the doorway.

If there is a significant drop from the side of a ramp or platform, there should be handrails on both sides 32 inches above the ramp surface, the full length of ramp.

Ramps exposed to the elements either should be protected by a canopy or provided with automatic snow-melting capacity.

SPACES REQUIRING SPECIAL ATTENTION

SANITARY FACILITIES

Toilet/Stalls

t least one toilet for each sex on a floor should be accessible to the physical handicapped. It should be located most distant from the space entrance.

The stall door to the toilet accessible to the handicapped should have 2 feet 8 inches opening clearance and should swing out.

A stall should be 3 feet wide 4 feet 10 inches to 5 feet 6 inches deep.

The toilet, preferably wall-mounted, should have a seat 19 inches above the floor.

Grab bars, 1 1/2 inches in diameter and 1 1/2 inches from walls, are to be placed on both walls, 33 inches above the floor.

Sinks

lear space below a sink for the handicapped should be a minimum of 26 inches above floor level

All faucet handles should be easy to operate (e.g., lever handles).

Hot water lines and drains under sinks should be shielded to protect the legs of a person in a wheelchair.

Mirrors

Mirrors should be placed so that the bottom edge is not more than 3 feet above the floor level.

Showers

The following applies to all shower rooms with two or more stalls:

Two of the stalls should be accessible to the handicapped and should measure 3 feet x 3 feet.

The floor surface should be nonslip and the curb should be no more than 2 inches above floor level.

A seat should be positioned 19 inches above the floor. In one stall the seat should be positioned on the left-hand wall and in the other should be positioned on the right-hand wall. The seats should be hinged to fold against the wall and a grab rail attached to the stall wall opposite the seat should extend around on the back wall.

The water control, diversionary shower spray, and soap tray all should be placed 3 feet 6 inches above the floor.

DINING AREAS

Handicapped must have direct access (i.e., not through kitchen or dish-washing areas).

There must be 30 inches to the undersurface of table tops, if aprons are greater than 2 inches, they must be recessed 1 foot.

Width between tables should be a minimum of 5 feet 6 inches.

Outside rail heights of tray slides may be no greater than 34 inches.

Aisles between the tray slides and control railings should be a minimum of 34 inches.

LECTURE HALLS

(Where space is level and has movable seats, handicapped do not require special consideration).

One percent of the student stations should be for the handicapped.

If there is fixed seating, level space must be provided in optimum viewing areas.

LABORATORIES

In laboratories with 24 or more stations 1%, or at least one, should be dedicated to the handicapped. In other laboratories number(s) of "handicapped stations" should be determined at the time the program is finalized.

Each "handicapped station" should have a low work bench with a clear minimum of 30 inches (floor to underside of work area) and should not have an apron.

If there are fixed stations, aisles between them should have a minimum clear width of 3 feet.

SPECTATOR SPACES

One percent of spectator stations should be dedicated and specially treated for the ambulatory handicapped.

Areas dedicated to the handicapped should be easily accessible to exists.

All spaces for wheel chairs should be level.

PHYSICAL EDUCATION

One percent of student stations (e.g., lockers) should be appropriate for the ambulatory handicapped.

LIBRARIES

One percent of study carrels should be accessible to wheel chairs (see door and table criteria).

Aisles between stacks should be a minimum width of 4 feet.

All tables should have a clear minimum of 30 inches, floor to underside of work area.

SPECIALTIES

DRINKING FOUNTAINS

Upper edges of drinking fountain basins should not be more than 3 feet above floor level. Controls and spouts should be located in the front. (If set in recessed area, their recess should be no less than 3 feet wide.)

LIGHT SWITCHES

No more than 2 light switches should be located on a plate positioned 3 to 3 1/2 feet above floor level.

ELECTRIC OUTLETS

Outlets must be located no less than 18 inches above floor. (In areas specifically designed for the handicapped, outlet height should be 24 inches.)

ROOM IDENTIFICATION

A plaque bearing raised or notched numbers should be placed on the corridor wall next to a doorway, about 5 feet above floor level (side nearest handle when door is closed) to identify spaces. This will assist visually handicapped persons.

TELEPHONES

In any "bank," at least one public telephone should be accessible to a handicapped person (e.g., outside of a booth). Dial should be between 3 and 4 feet above floor level.

VENDING MACHINES

Vending machines controls and access for them should be located in the range 2 to 4 feet above the floor. Pull on control knobs should not require more than 8 pounds of tension.

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* (Pedestrian paths of travel)

These are defined by their gradients as follows:

0% - 3%	are considered walks (surface of adjacent ground at same level as walk).
3 +% - 5%	are considered walks, but frequent rest areas are necessary (surface of adjacent ground at same level as walk).
5 +% - 8%	are ramps and require curbs and handrails on both sides.
8 +% - 10%	(absolute maximum) curbs and handrails are required on both sides, distance between curbs must be 30 inches. Level rest areas must be provided no more than 30 feet apart preferably every 15 feet. All 10% ramps must be accompanied by properly designed stairs.

APPENDIX A

GLOSSARY OF TERMS

GLOSSARY OF TERMS

ACCOMMODATION --- A term referring to a variety of adaptations of school organization, curriculum, and/or instructional methods to meet the needs of a student.

ANCILLARY AND SUPPORT SERVICES --- Ancillary services are those services recommended by the Educational Appraisal and Review Committee as necessary for exceptional children to benefit from the educational offerings. For services to be designated as "ancillary services", such services must be provided by certified personnel directly to exceptional students assigned to A,B,C, or D level special education programs and be a part of each child's individualized educational program.

Ancillary services which will be approved for funding as A level programs are as follows:

a. Speech and language therapy services include phonological, fluency, voice, or language therapy, and the development of non-oral communication systems when appropriate.

b. Occupational therapy services include the provision of motor patterns, activities of daily living, and increased awareness of the external environment. Services may include

the adaptation of equipment involved in the development of functional behaviors. A physician's approval of the intervention plan is required only when there is neurological or neuromuscular dysfunction.

c. Physical therapy services include the prevention of increased disability (whenever possible), the development of compensatory motor skills, and the identification, adaptation, and adjustment of equipment (if needed). The intervention plan requires the approval of a physician.

d. Educational audiology services encompass the services and training necessary for hearing impaired students to achieve the maximum use of their residual hearing. Services include continuing responsibility for monitoring hearing aids, classroom acoustics, and amplication equipment.

e. Interpreter services for deaf or hard of hearing students provide visual cueing of orally delivered information during curricular or non-curricular activities.

f. Orientation and mobility services provide for the development of auditory and kinesthetic awareness, initiation and development of mobility skills, and the use of low vision, tactile, and auditory skills to enhance the visually impaired child's ability to move and function effectively in the environment.

g. Psychological services are provided by a certified psychologist. Therapy is designed to provide direct intervention required to enable a student to benefit from an educational program.

BEHAVIORALLY DISORDERED --- Within the educational setting, the behaviorally disordered child is one whose behavior may be discordant in his relationship with others and whose academic achievement has been impaired due to an inability to learn utilizing the presented teaching techniques. The child's current behavior manifests either an extreme or a persistent failure to adapt and function intellectually, emotionally, and socially at a level commensurate with his/her intellectual level and chronological age.

CAREER CLUSTERS ---

Agri-Business and Natural Resources Occupations

Business and Office Occupations

Communications and Media Occupations

Construction Occupations

Consumer and Homemaking Occupation

Environment Occupations

Fine Arts and Humanities Occupations

Health Occupations

Hospitality and Recreation Occupations

Manufacturing Occupations

Marine Science Occupations

Marketing and Distribution Occupations

Personal service Occupations

Public Service Occupations

Transportation Occupations

CAREER EDUCATION --- A general term referring to the procedure of teaching about various jobs early in school, which may be followed be more specific training in relation to a particular job.

COMMUNICATION DISORDERED --- The communication disordered child is one whose primary handicap is the impaired ability to understand or use language for learning and communicating. A communication disordered child may exhibit one or more of the following types of communication disorders:

a. Phonological Disorder (articulation) -- defective reception, processing, or production of phonemes (speech sounds). Production errors include: substitution of one phoneme for another, omission of phonemes in words, phonemic distorations, and errors in sequencing of phonemes.

b. Voice Disorder -- abnormality in pitch, loudness, or quality resulting from pathological conditions or inappropriate use of the vocal mechanism.

c. Fluency Disorder -- disruptions in the normal, rhythmic flow of speech that interfere with communication.

d. Language disorder -- a disability in the use of oral or written language which results in difficulty in language comprehension, verbal production, verbal learning, and language processing or reduced ability to use oral language effectively, including inability to participate in verbal interactions or in planning and executing discourse appropriate to one's developmental level. Sensory, motor, cognitive, and emotional disabilities may also be present, but are not the primary disabling condition in this category. Written language deficiencies, if present, are secondary to the primary deficit of the oral language system. Some children diagnosed as autistic may be appropriately treated in a communication disordered class.

CONTINUUM OF EDUCATION SERVICES --- The full range of services available for handicapped students. The range extends from full-time residential placement, which is the most restrictive, to full-time placement in regular classrooms, which is least restrictive.

EDUCATIONAL, APPRAISAL, AND REVIEW COMMITTEE --- The Educational Appraisal and Review Committee is a group of persons responsible to insure that the evaluation and special education placement decisions are in compliance with prescribed standards. The committee shall meet as a whole and be composed of individuals directly involved with providing educational and ancillary services and program

planning for the areas of the child's suspected exceptionalities. A member of the evaluation team (e.g., speech-language pathologist, audiologist, diagnostician, coordinator of the diagnostic process) must be present at the initial placement review. Staff members acquainted with the needs of the linguistically different child shall serve on the committee when appropriate.

EXCEPTIONAL CHILDREN --- means school age persons whose abilities render regular services of the public school to be inconsistent with their educational needs.

FREE APPROPRIATE PUBLIC EDUCATION --- Special education and related services which are provided at public expense, under public supervision and direction, and without charge.

GIFTED --- The gifted child is one who is identified as possessing abilities that give evidence of outstanding performance capability in areas such as intelligence, critical thinking, creativity, or academics.

HEARING IMPAIRED --- The hearing impaired child is one whose loss of auditory acuity delays, inhibits, or prohibits the development of speech and language and academic achievement.

a. Hard of Hearing -- Includes those whose hearing level for speech is adequate to allow them to acquire speech and

language by auditory means, although they may experience difficulty under certain circumstances in verbal communication with or without a hearing aid or other amplification equipment.

b. Deaf -- Includes those whose hearing impairment is so severe that they do not learn primarily by the auditory channel even with a hearing aid and need extensive special instruction to develop communicative and language skills.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) --- A written plan of instruction that includes a statement of the child's present level of functioning, specific areas needing special services, annual goals, short-term objectives, and methods of evaluation. The individualized educational program (IEP) consists of two parts: a. Total service plan; and b. Instructional component.

The total service plan of the individualized educational program must be developed by the Educational Appraisal and Review Committee and reviewed by the parent prior to the initiation of special education, ancillary, and support services for a child and must include:

a. Name and birthdate of the student.
b. Date of Educational Appraisal and Review Committee meeting.
c. A summary of the child's present level of functioning.
d. A designation of primary and secondary exceptionalities

which qualify the child for special education.

e. Minimum extent to which the child will participate in regular curricular or extra curricular activities with or without modifications, inclusive of a designed planned program for students of secondary age, which leads to a diploma or certificate of completion with a projected date of completion.

f. General areas of instructional emphasis and annual goals including but not limited to those identified as unique to the exceptionality as set forth in these standards.

g. Extent to which the student will participate in the New Mexico High School Proficiency Examination and other State and Local testing programs.

h. Actual special education program placement, ancillary, adaptations of instructional materials, and support services scheduled for the child with type of personnel responsible and date of initiation of the identified services.

i. Projected month and year of student progress and placement review (at least annually).

j. The signature and position of each Educational Appraisal and Review Committee member present at the placement meeting, and of the parents, if present.

LEARNING DISABLED --- A learning disabled child generally is one within the average or superior range of intelligence who

exhibits one or more significant disorders in the essential learning processes which are manifested by reading, writing, spelling, or mathematical disabilities. These disorders are presumed to be due to central nervous system dysfunction. Even though a learning disability may occur with other exceptionalities or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction), the learning disability is not the direct result of those exceptionalities or influences.

LEAST RESTRICTIVE ENVIRONMENT --- The educational setting which results in the integration of a handicapped child with non-handicapped children to the maximum degree feasible when considering the child's needs and the requirements of the total educational program.

LEVEL A - Special Educational Needs -- The child's special learning needs do not require a basic modification of the regular curriculum although special instructional techniques or materials may be necessary. Program emphasis is on a resource teacher providing consultation and assistance to the regular teacher, monitoring each student's progress, and making recommendations for program alterations and strategy changes when necessary.

(1) The special education teacher on a regular schedule serves a number of exceptional students in the regulasr classroom

through each child's regular teacher(s).

(2) The special education teacher's active caseload is 18-35.

LEVEL A - Speech --- Special Educational Needs -- The child's special learning needs do not require a basic modification of the regular curriculum although special instructional techniques or materials may be necessary.

(1) The speech-language pathologist serves a number of exceptional students directly in the classroom, in a separate setting, or indirectly through each child's regular teacher.

(2) The itinerant speech-language pathologist's active caseload is 30-60. Maximum instructional group size is not to exceed eight (8).

(3) Special instructional time is not to exceed two (2) regular education periods, as defined by the local education agency, per day.

LEVEL A -- Ancillary Services --- Ancillary Service Needs -- The child assigned to a special education program (as set forth in subsections a, b, d, e, f, and g) may need therapeutic or special assistance in addition to placement in a special educational program.

(1) The ancillary personnel, as defined in Section 1.4, serve a number of exceptional children directly in the classroom or

in a separate setting.

(2) Ancillary service personnel are employed or contracted for on a full- or part-time basis. The full-time equivalence is determined by aggregating the child service time, preparation time, and travel time between service sites.

LEVEL B --- Special Educational Needs -- The child's special learning needs do not require a basic modification of the regular curriculum although special instructional techniques or materials may be necessary along with regularly scheduled intervention outside the regular classroom. In any specific area where compensatory skills must be taught, emphasis is on providing remediation or special adaptive techniques which will help the student to accommodate for his/her exceptionality and academic deficits.

(1) The special education teacher/pathologist works with children on a scheduled part-time basis.

(2) The special education teacher's active caseload is 18-24. Maximum instructional group size is not to exceed eight (8).

(3) The speech-language pathologist's active caseload is 18-35.

(4) Special instructional time is not to exceed two (2) regular education periods, as defined by the local education agency, per day.

LEVEL C --- Special Educational Needs -- The child's special learning needs are such that the content, methods, and

pacing of the regular classroom are inappropriate and must be modified. Assistance with adaptive techniques may be necessary before the child can function in a regular classroom setting.

(1) The special education teacher works with a group of children who are served not less than on a half - to full - day basis and who are integrated into the regular program to the greatest extent possible. Work-study may be an alternative program for students sixteen (16) years of age or older. In special cases, students fourteen (14) and fifteen (15) years of age may participate in a work-study program subject to the conditions of Section 1.6 of these standards and the New Mexico Labor Code, Sections 50-6-2 through 50-6-7, NMSA, 1978.

(2) Enrollment is not to exceed fifteen (15). An aide is required when at least one student is not independently mobile.

(3) At a minimum, participation in the C program accounts for fifty percent of the instructional day. Where instructional days are less than six (6) hours, the child must receive at least three (3) hours a day of special education. Structured integratation and the provision of required ancillary services may occur during the remainder of the instructional day.

LEVEL D --- Special Educational Needs -- The child's special

learning needs are such that they require extensive modification of instructional content, instructional methods, and the provision of a highly structured learning environment. Academic achievement and/or social development may be significantly behind the chronological peer group. The child requires extensive training in the acquisition of adaptive or compensatory skills.

(1) The special education teacher works with small groups of children on a highly structured half-to full-day basis, provides direct instruction to the students, and integrates each student in the regular education program as progress indicates. Work-study may be an alternative program for students sixteen (16) years of age or older. In special cases, students fourteen (14) and fifteen (15) years of age may participate in a work-study program subject to the conditions of Section 1.6 of these standards and the New Mexico Labor Code, Sections 50-6-2 through 50-6-7, NMSA, 1978.

(2) Enrollment is not to exceed eight (8). An aide is required when enrollment reaches seven (7) or when at least one student is not independently mobile.

(3) At a minimum, time in the D program accounts for fifty percent of the instructional day. Where instructional days are less than six (6) hours, the child must receive at least three (3) hours a day in special education. Structured integration and the provision of required ancillary services

may occur during the remainder of the instructional day.

LEVEL D - Homebased or Hospital Services --- Special Educational Needs -- The exceptional child has a health impairment or condition which, as determined by the Educational Appraisal and Review Committee, is such that placement outside the school setting would be in the best interest of the child, and the child requires interim special educational services in a home or hospital setting.

(1) Such determination must be based upon a licensed physician's/psychiatrist's written report addressing the etiology, prognosis, physical/mental capabilities and limitations (including a description of prosthetic devices and modifications) of the health impaired child. The report must verify that the relocation of the child to a school or special class could be medically harmful to the child.

(2) Direct instruction must be provided each student for five (5) or more hours per week with the maximum service time to be determined by an Educational Appraisal and Review Committee.

MAINSTREAMING --- The integration of exceptional children into the regular classroom or the educational placement of the child in the least restictive educational setting.

MENTALLY HANDICAPPED --- The mentally handicapped child is one

who exhibits significantly sub-average general intellectual functioning with deficits in adaptive behavior which are manifested during the developmental period. Intellectual development, adaptive behavior, and academic achievement are significantly below peer age group.

MULTIPLY IMPAIRED --- The multiply impaired child is one who has a combination of two or more disabilities which produces such serious learning, developmental and/or behavioral problems that progress in a special program designed to accommodate a single major exceptionality is inhibited or severely limited.

The multiple impairment of deaf-blind is based upon auditory and visual impairments, the combination of which causses such severe communication, developmental, and educational problems that the child cannot properly be accommodated in programs solely for the hearing impaired or the visually impaired.

ON-THE-JOB TRAINING --- The education practice whereby skills relating to a particular employment are taught primarily at the job site.

OFF-CAMPUS WORK STATION --- An educational practice whereby employers provide jobs for students with the understanding that an employee of the school will directly supervise and

teach additional skills as needed.

PHYSICALLY IMPAIRED --- The physically impaired (health impaired) child is one whose bodily function is impaired due to congenital or acquired defects in physical structure and/or function, or one who has chronic illness which prevents regular class attendance.

a. Orthopedically impaired means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by a congenital or acquired anomaly (e.g., amputation, cerebral palsy, fractures or burns which cause contractures).

b. Other health impaired means limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

PUBLIC LAW 93-112 (SECTION 504) --- The Rehabilitation Act of 1973 that guarantees the civil rights of the handicapped.

PUBLIC LAW 94-142 --- The Education of All Handicapped Children Act of 1975 that entitles all exceptional children to a free and appropriate public education.

PUBLIC LAW 94-482 --- The Educational Amendments of 1976 that improves planning in the use of all resources for vocational education and to overcome sex discrimination in vocational education.

RESOURCE ROOM --- A special education service that is usually provided in a room or area separate from the regular school environment for a portion of the day.

SHELTERED WORKSHOP --- An employment facility with specific types of work for individuals unaable to function in competitive employment. The environment is controlled and the jobs carefully supervised by those who fully understand the limitations of the employees.

SPECIAL EDUCATION --- means the provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaptation of instructional techniques, materials and equipment to meet the needs of exceptional children.

TERMINAL EMPLOYMENT --- A term used in relation to sheltered workshops to indicate permanent employment in this type of setting for certain individuals.

VISUALLY IMPAIRED --- Visually impaired children are those who because of the type and degree of visual impairment, after

best possible correction, are unable to perform satisfactorily in the regular classroom without significant modifications in curriculum and instructional materials, equipment, and methods.

WORK-STUDY PROGRAM --- The work-study program combines work and study as a balanced process of education which may be established as an alternative when this type of curriculum is the most beneficial to the student. The work-study program may be made available to any exceptional student who is at least sixteen (16) years of age and is enrolled in a C or D level program. In special cases, students fourteen (14) and fifteen (15) years of age may participate in a work-study program.

Students enrolled in a work-study program shall receive special education instruction for a minimum of three (3) hours per day or fifteen (15) hours per week. As a minimum, the following accountability procedures shall be established:

a. The work-study teacher shall meet with the employer on an average of every two weeks to monitor students progress and complete written student evaluations.
b. Parent-student-teacher conferences whall be conducted as needed.
c. The special education teacher assigned to a full-time workstudy program shall not be assigned other teaching

duties.

The curriculum shall consist of a clearly defined instructional and work experience program that is sequentially planned. The class instruction shall correspond to the training experiences in which the student is engaged. Job training shall be properly organized to provide for the sequential acquisition of skills, attitudes and behaviors, and directed toward employment after graduation.

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DEPARTMENT OF SPECIAL EDUCATION
NEW MEXICO STATE UNIVERSITY
AUGUST, 1985

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